

ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA

EARLY CHILDHOOD EDUCATION, 13.1210.00	
STANDARD 1.0 – ANALYZE THE CONTINUUM OF PHYSICAL AND SENSORY DEVELOPMENT OF YOUNG CHILDREN	
1.1	Analyze factors influencing prenatal development
1.2	Explain the general progression of physical and sensory development in infants (birth to 12 months)
1.3	Design activities that promote the physical and sensory development in infants (birth to 12 months)
1.4	Select equipment that promotes the physical and sensory development of infants (birth to 12 months)
1.5	Explain the general progression of physical and sensory development in toddlers (12 months to 36 months)
1.6	Design activities that promote the physical and sensory development in toddlers (12 months to 36 months)
1.7	Select equipment that promotes the physical and sensory development of toddlers (12 months to 36 months)
1.8	Explain the general progression of physical and sensory development in preschoolers (3 years to 5 years)
1.9	Design activities that promote the physical and sensory development in preschoolers (3 years to 5 years)
1.10	Select equipment that promotes the physical and sensory development of preschoolers (3 years to 5 years)
1.11	Explain the general progression of physical and sensory development in school-age children (5 years to 8 years)
1.12	Design activities that promote the physical and sensory development in school-age children (5 years to 8 years)
1.13	Select equipment that promotes the physical and sensory development of school-age children (5 years to 8 years)
STANDARD 2.0 – SUPPORT THE CONTINUUM OF SOCIAL AND EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN	
2.1	Examine the importance of nurturance and attachment in children from birth to 8 years
2.2	Describe social and emotional development in infants (birth to 12 months)
2.3	Describe social and emotional development in toddlers (12 months to 36 months)
2.4	Describe social and emotional development in preschoolers (3 years to 5 years)
2.5	Describe social and emotional development in school-age children (5 years to 8 years)
STANDARD 3.0 – ANALYZE THE CONTINUUM OF COGNITIVE DEVELOPMENT IN YOUNG CHILDREN	
3.1	Examine cognitive development in infants (birth to 12 months)
3.2	Examine cognitive development in toddlers (12 months to 36 months)

ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA

3.3	Examine cognitive development in preschoolers (3 years to 5 years)
3.4	Examine cognitive development in school-age children (5 years to 8 years)
3.5	Demonstrate knowledge of brain research and its application as it relates to child development from birth to 8 years
STANDARD 4.0 – ANALYZE THE CONTINUUM OF LANGUAGE AND LITERACY DEVELOPMENT OF YOUNG CHILDREN	
4.1	Demonstrate knowledge of verbal and nonverbal communication development in children (birth to 8 years)
4.2	Compare and contrast the developmental stages of the pre-reading and reading processes
4.3	Identify the stages of writing development and how to support children (birth to 8 years) in moving through the continuum
4.4	Demonstrate book handling skills in small group, whole group, and individually
4.5	Integrate environmental print and visual representations as instructional tools to support language and literacy development across all subject areas
4.6	Compare and contrast phonemic awareness and phonics
STANDARD 5.0 – PRACTICE SAFE WORKPLACE PROCEDURES IN AN EARLY CHILDHOOD ENVIRONMENT	
5.1	Explain the responsibilities of professionals to implement and maintain a safe early childhood work environment
5.2	Identify and wear appropriate clothing and shoes to ensure personal safety
5.3	Explain the importance of compliance with the Arizona Department of Health Services Child Care Licensing Regulations and the OSHA (Occupational Safety and Health Administration) standards
5.4	Demonstrate proper storage of equipment, medication, supplies, and hazardous materials
5.5	Implement a plan for emergency procedures
5.6	Demonstrate basic First Aid and CPR techniques
5.7	Exhibit basic health practices and prevention procedures regarding childhood illness and communicable diseases
5.8	Describe water, sun, and heat safety and precautions
5.9	Identify possible safety hazards in and around the childcare setting
5.10	Explain safe maintenance of toys, equipment, and materials
5.11	Clean and sanitize facility and equipment
5.12	Identify conditions and practices that promote safe food handling
STANDARD 6.0 – ESTABLISH PRACTICES TO SUPPORT GOOD HEALTH AND NUTRITION IN YOUNG CHILDREN	
6.1	Demonstrate proper hand washing procedures for adults and children

These technical knowledge and skill standards were validated by a Skill Standards Validation Committee on September 15, 2009, and used in the adaptation, adoption, and development of test items for first time testing in Spring 2010.

ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA

6.2	Explain the purpose of the food guide pyramid in identifying basic nutritional needs and the benefits of a balanced diet
6.3	Explain the consequences of an unbalanced diet relating to childhood obesity and oral health
6.4	Perform and document a daily health check
6.5	Recognize indicators of physical abuse
6.6	Complete injury and illness documentation
6.7	Plan nutritious food experiences that appropriately involve the participation of children
6.8	Explain how meal times can be used as learning opportunities
6.9	Recognize special dietary needs of children
6.10	Identify foods that may cause choking in young children
STANDARD 7.0 – ESTABLISH AND MAINTAIN AN ENVIRONMENT TO PROMOTE LEARNING AND DISCOVERY	
7.1	Arrange the physical environment to facilitate planned and spontaneous activities both indoors and outdoors for children (birth to 8 years)
7.2	Design a balanced daily schedule that meets the developmental needs of children, allows for teacher-directed and child-directed activities, and limits transitions
7.3	Design developmentally appropriate learning centers for infants (birth to 12 months) that include both indoor and outdoor environments
7.4	Design developmentally appropriate learning centers for toddlers (12 months to 36 months) that include both indoor and outdoor environments
7.5	Design developmentally appropriate learning centers for preschoolers (3 years to 5 years) that include both indoor and outdoor environments
7.6	Design developmentally appropriate learning centers for school-age children (5 years to 8 years) that include both indoor and outdoor environments
7.7	Utilize developmentally appropriate materials and tools to support learning
7.8	Evaluate appropriate use of technology and media resources to support learning
STANDARD 8.0 – PROMOTE OPPORTUNITIES TO STIMULATE CREATIVITY IN YOUNG CHILDREN	
8.1	Plan developmentally appropriate activities for visual art
8.2	Conduct creative movement and dramatic play using, music, rhythm, sound, language, space, and materials to promote creative expression
8.3	Evaluate creative expression
8.4	Differentiate between process art and product art
STANDARD 9.0 – PROVIDE OPPORTUNITIES FOR THE DEVELOPMENT OF A POSITIVE SENSE OF SELF AND INDEPENDENCE IN YOUNG CHILDREN	
9.1	Demonstrate respect for culture, language, and identity to establish a caring community of learners

These technical knowledge and skill standards were validated by a Skill Standards Validation Committee on September 15, 2009, and used in the adaptation, adoption, and development of test items for first time testing in Spring 2010.

ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA

9.2	Encourage children to identify, manage, and express their emotions in an appropriate manner
9.3	Design the classroom environment to promote pride and independence in young children
9.4	Recognize developmentally appropriate practices that promote self-regulation
9.5	Provide opportunities for children to demonstrate care of self, others, and the natural environment
STANDARD 10.0 – PROVIDE GUIDANCE TO PROMOTE PROSOCIAL BEHAVIOR IN YOUNG CHILDREN	
10.1	Encourage cooperation in play and learning activities that respects the rights and property of self and others
10.2	Demonstrate problem-solving and conflict resolution skills with children
10.3	Explain how transitions may affect a child's behavior
10.4	Develop transition techniques to maximize learning
10.5	Explain how changes in family issues may be reflected in a child's behavior
10.6	Practice positive guidance techniques
STANDARD 11.0 – DEMONSTRATE THE IMPORTANCE OF FAMILY ENGAGEMENT AND SUPPORT	
11.1	Identify the family's role in the education of their child
11.2	Demonstrate appropriate informal and written communication with family members
11.3	Identify ways the family can be involved in the education of their child
11.4	Use a variety of strategies to make all families feel welcome and engaged
STANDARD 12.0 – DEMONSTRATE EFFECTIVE CLASSROOM MANAGEMENT PRACTICES	
12.1	Practice problem-solving processes for an early childhood environment
12.2	Implement standards of practice for assisting children with routine and transition activities
12.3	Demonstrate the ability to conduct learning activities in small and whole group settings
12.4	Plan developmentally appropriate activities for children (birth to 8 years) for Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical-Development, Health, and Safety; and Fine Arts
12.5	Conduct developmentally appropriate activities for children (birth to 8 years) for Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health, and Safety; and Fine Arts
12.6	Evaluate developmentally appropriate activities for children (birth to 8 years) from Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health, and Safety; and Fine Arts
12.7	Recognize the need to adapt instructional strategies to meet individual and group needs

These technical knowledge and skill standards were validated by a Skill Standards Validation Committee on September 15, 2009, and used in the adaptation, adoption, and development of test items for first time testing in Spring 2010.

ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA

12.8	Record behavior and development using anecdotal notes
12.9	Scaffold a play sequence
STANDARD 13.0 – DEMONSTRATE PROFESSIONALISM IN THE FIELD OF EARLY CHILDHOOD EDUCATION	
13.1	Demonstrate aptitude for working with children
13.2	Demonstrate positive interpersonal behaviors with children, families, colleagues, and supervisors
13.3	Participate in a variety of work-based experiences, paid or unpaid
13.4	Examine child development theories and their implications for early childhood education practices
13.5	Identify effective instructional strategies to meet educational needs of children birth to 8 years
13.6	Engage in self-reflective teaching practices
13.7	Explain how the Arizona Early Learning Standards for preschoolers (3 years to 5 years) may be used to guide development of learning activities and opportunities
13.8	Explain how the Arizona Academic Standards for school-age children (5 years to 8 years) may be used to guide development of learning activities and opportunities
13.9	Identify characteristics of children with exceptionalities
13.10	Identify reasons for observing young children
13.11	Analyze characteristics of quality anecdotal notes
13.12	Conduct formal/informal research on relevant Early Childhood Education topics
13.13	Explain state law in reporting suspected child abuse or neglect
13.14	Identify confidentiality issues and how to handle them effectively
13.15	Explain the role of the National Association for the Education of Young Children and other professional organizations to the work of an Early Childhood Education educator
13.16	Explain the role of the Quality First Initiative
13.17	Identify ways to seek employment opportunities in Early Childhood Education